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ABSTRACT

A training package on mainstreaming was field tested with 263 regular and special class teachers and paraprofessionals. The package included a set of structured roleplays and discussion sessions designed for use by untrained workshop managers in a 2- to 3-hour workshop. It was concluded that the training materials are capable of being utilized without special assistance in the field, that the experience of participating in the training sessions is interesting and informative, and that most of the workshops seem to stimulate interest in followup activities on mainstreaming. (Among appended materials are sample questionnaires and a summary of written comments.) (SBH)

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DESCRIPTION AND EVALUATION OF THE MAINSTREAMING MODULES[1]

Keith Brownsmith, Deborah Field, and Samuel Guskin

February, 1976

Final Report 48.3

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I. INTRODUCTION: PURPOSE OF THE TRAINING PACKAGE

"Upset in Polymer: An Experience in Mainstreaming" was developed to train teachers to accept mildly handicapped children in regular classrooms. The modules in the mainstreaming package simulate the transfer of mildly retarded children from a special class to a regular class. Originally:

> The specific concern of this project was in the affective area, to make teachers more responsive to the handicapped child. We hoped that they would be less upset by the presence of a mildly handicapped child in their class and more willing to work with him. This might in turn make them more interested in learning about the needs of handicapped children and more willing to develop specific teaching skills which might be required. In some ways it might be said that our initial primary goal was to sell teachers on mainstreaming the mildly handicapped child. (Guskin, 1973, p. 86)

On the basis of early formative evaluation data, some specific changes were made in the mainstreaming modules and the objectives of the package were modified. The instructor's manual lists these final objectives: (1) helping a school staff cope with anxieties about impending mainstreaming by exemplifying and personalizing some of these concerns; (2) stimulating discussion of the many problems in implementing mainstreaming in a school; (3) exposing participants to potential classroom use of group problem solving strategies, such as roleplaying and discussions; (4) facilitating planning activities in the school and participation in skill development activities, which may help solve future problems.

II. DESCRIPTION OF THE TRAINING PACKAGE

The training package on mainstreaming includes a set of structured roleplays and discussion sessions designed for use by untrained workshop managers in a two- to three-hour workshop. The package includes a set of boxes, each for a group of four to six participants (teachers). Included in each box are:

(1) An instructor's manual so that the workshop can be run by a single group of four to six persons by themselves or by any number of persons with a leader. The manual indicates: how to set up groups; what time, space, equipment, and materials are necessary; the objectives of the workshop; an overview of the content and procedures; and tips for trouble shooting.

(2) An observer's manual, which provides an observer role for a sixth group member if desired or necessary because of the total numbers in the workshop. This manual also includes the entire script and role instructions for the roleplay, in case of breakdown or loss of the cassette recorder, cassettes, or roleplay materials.

(3) Five player manuals A, B, C, D, and E, one for each roleplay participant. Each booklet includes a general orientation, the sequences of roles to be played, all the instructions and materials necessary to carry out the roleplays, and sets of questions to guide discussion sessions.

(4) Four audio cassettes, each of which has instructions for one phase of the roleplay and discussion sequence. The tapes

also control the length of roleplaying and discussion sessions. (One set of tapes can be played for each group or for the entire workshop.)

The information and activities sequence engaged in by participants takes a total of approximately two hours and includes:

(1) Introducing the hypothetical community ("Polymer, Indasota"), the school system, and the school plus an introduction to the problem facing the school principal.

(2) Roleplaying a meeting chaired by the principal and attended by two special class teachers and two regular class teachers on the desirability of mainstreaming special education pupils into regular classes. (One regular and one special class teacher favor mainstreaming; the other two teachers oppose it.)

(3) Discussing the roleplay experience and its implications.

(4) Roleplaying a meeting chaired by one of the special education teachers who is now to become a resource teacher. Attending the meeting are the parents of two children who have been proposed for mainstreaming, and the two regular class teachers to whom the children may be assigned if the parents approve. (One parent and one teacher favor the change; the other parent and teacher initially oppose it.)

(5) Discussing the roleplay experience and its implications.

(6) Roleplaying a special education classroom scene in which the teacher tries to prepare two of the children for the move to a regular class. (One of the children looks forward to the move, while the other child is fearful.) Two other

children are present, one disappointed and the other relieved that they are not being moved to regular classes.

(7) Roleplaying a regular class in which one special education child has been present for one week. A test has been returned to all pupils, and the teacher must leave for a few minutes. The children tease the mainstreamed child because he has done poorly. Another child provides some protection. The teacher returns and must cope with the emotional situation.

(8) Discussing the roleplaying experiences in the two classroom situations, their significance, and ways of coping with similar experiences.

(9) Holding a planning session in which all participants are to act as a planning committee for a school and to come up with a set of strategies and procedures for facilitating mainstreaming in their school.

III. PURPOSE OF FORMATIVE EVALUATION

A formative evaluation program was undertaken to provide useful information about the mainstreaming modules. The early stages of evaluation were planned so as to direct the initial stages of development. The latter stages were designed to determine if trainers and trainees: (1) would find the materials interesting and useful; (2) could use them without direct assistance; (3) would recommend them for use by others; and (4) would be interested in additional follow-up activities related to mainstreaming.

A. Early Formative Evaluation

The first stages of evaluation took place during June and July, 1973. Preliminary versions of the materials were tested in local settings (near the development site) to assess basic strategies and to obtain suggestive information for modifying the central form and content of the materials.

During this early evaluation phase, decisions about form were made regarding: the number of roleplays to include (changed from 5 to 3); the number of sessions to use (changed from 5 to 1); the number and type of audiotapes (reel-to-reel replaced with cassettes); what kind of materials to use rather than slips of paper in envelopes (booklets with name tags and role instructions included); how to control the distribution of roles rather than random choice in each session (systematically varied roles controlled by the player booklets); how to cope with varied numbers of participants (observer option for sixth player, one specified unessential role to be dropped when only four players are present, both described in the instructor's manual on how to set

up groups); what needs to be incorporated into an instructor's manual (timing, orientation, troubleshooting, etc.).

Content changes during the early stages of evaluation included: the elimination of a roleplay on regular teacher-resource teacher interaction following the classroom problem roleplay; the elimination of one "happy ending" roleplay demonstrating the success of teacher coping strategies; the addition of a planning session at the end to pull experiences together and suggest future directions for participants; and modification of role instructions to improve the balance, tension, continuity, and realism of the roleplays.

Toward the end of this first set of evaluation activities, preliminary versions of summative evaluation instruments were also tested. These included measures of attitude toward handicapped children and toward mainstreaming. Preliminary findings on these instruments and additional information gathered during the debriefing sessions following roleplaying sessions suggested that the modules did not have the simple directional consequences originally envisioned. Participants did not necessarily become more favorably disposed toward mainstreaming--they moved in different directions depending upon their starting point. Those with strong convictions that the mainstreaming was "the answer" had second thoughts, while those very resistant to the idea seemed more willing to entertain mainstreaming as a possibility. Rather than altering the materials, CITH developers reexamined the stated objectives and realized that other objectives had been implicitly held during the time the materials were being developed.

What had been built into the roleplays were simulations of problem situations associated with mainstreaming. Participants had been asked in role-playing, discussion, and planning sessions to recognize the problems involved in integrating handicapped children into regular programs and to consider ways of dealing with the problems. The training package did not promise participants success in working with these children, nor did it suggest that mainstreaming was an appropriate solution for all such children. Rather, the contents implied that there were reasons both pro and con for mainstreaming, that experienced teachers and parents would disagree on the matter, that there would be sticky problems in implementation, and that a good bit of work at all levels would be necessary to cope with the problems. The material further suggested to participants that they (as well as parents, special class teachers, regular teachers, principals, and regular and special education pupils) might not be able to avoid the problems related to mainstreaming but that certain techniques were available to them for coping with the situation.

This more explicit statement of implicit objectives made it apparent that these simulation activities, in and of themselves had not really been expected to result in observable changes in teacher behavior. Rather, it seemed that these experiences would most properly be conceptualized as an excellent preparation for further planning and skill building sessions aimed at facilitating mainstreaming.

B. Objectives of Later Stages of Formative Evaluation

How, then, could the effectiveness of the modules in attaining these newly stated objectives be evaluated? Most of the objectives as

finally stated in the instructor's manual would seem to be attained by full, involved participation--the content validity of the activities suggested that the training package should have the intended effect. Participants could be asked about their degree of involvement in the activities, their own perceived value of the activities, and their perceptions as to whether or not they had learned something about the problems of mainstreaming. However, these measures still did not approximate an evaluation of the influence of the activities in the mainstreaming modules on the future actions of participants.

To determine readiness for further actions, participants were asked if follow-up activities should be carried out in their school and whether they would like to participate. They were also asked to indicate any desire for participation in other workshops with informational and skill building goals.

Methodologically, it was crucial at this stage to show that trainers and trainees elsewhere would employ the materials, would find them interesting and useful, could use them without assistance, and would recommend the materials to others.

Ideally, the final evaluation of these modules would have determined whether follow-up activities were more effective when preceded by these roleplaying experiences. This would have required control groups which did not roleplay but were involved in the follow-up activities, however, the task of building and monitoring follow-up activities was far beyond the scope of current evaluation activities.

IV. EVALUATION PROCEDURES

A. Population

The subjects for this study were 263 participants in 11 workshops. Nine of the workshops involved regular and special class teachers in Texas. The two exceptions were a Martinsville, Indiana, group of 21 paraprofessionals, and a Louisville, Kentucky, group of 10 special class teachers. Further descriptive data on the sample are presented in Table 1. All the Texas workshops were conducted in school systems that were currently mainstreaming handicapped children or preparing plans to mainstream handicapped children.

B. Measures

One instrument was used in the second stage of the formative evaluation of the mainstreaming package. The questionnaire (see Appendix A) was developed by CITH staff to obtain indications of: (1) interest in the mainstreaming package, (2) difficulties encountered while going through the package, (3) teachers' perceptions of their future needs in helping to cope with mainstreaming. The questionnaire was completed at the conclusion of the mainstreaming workshop.

C. Administration of the Workshops

The workshops which took place between May and October, 1974, generally were used as inservice training presented in one three-hour session. The subjects went through all modules according to instructions on the tapes. The Martinsville workshop was conducted by one of the developers of the mainstreaming package; all other workshops were conducted by persons unfamiliar with the mainstreaming package.

Site	Louis-ville, Ky.	Bryan, Texas	College Station, Texas	Bryan, Texas	Mont-gomery, Texas	Willis, Texas	Re-gion XII Texas	Martins-ville, Indiana	Mont-gomery, Texas	Porter, Texas	Re-gion XII Texas
Date of Workshop	5/13/74	3/13/74	4/17/74	4/23/74	4/24/74	8/14/74	8/16/74	7/9/74	4/19/74	5/14/74	10/3/74
N	10	38	17	29	23	25	42	21	10	21	27
Age											
mean	32.2	33.8	21.2	37.6	41.36	37.1	38.0	30.4	30.1	29.7	34.2
range	23-66	21-65	19-23	23-64	24-58	21-65	21-58	22-45	23-50	23-59	24-55
Sex											
male	1	8	3	4	10	8	13	0	2	2	18
female	9	30	14	25	13	17	29	21	8	19	9
Degrees Held											
Working on BA	0	0	16	0	0	0	0	20	0	0	0
Bachelors	5	16	1	17	8	15	17	1	8	19	10
Masters	5	13	0	0	14	9	23	0	1	2	16
Ph.D.	0	0	0	9	1	0	1	0	0	0	1
No info.	0	9	0	3	0	1	1	0	1	0	0
Years Experience											
Spec. Ed.	4.1(10)	2.0(4)	0	3.9(8)	3.8(8)	5.6(5)	6.2(8)	1.0(1)	3.0(9)	1.5(8)	5.0(7)
Reg. Ed.	10.4(3)	17.3(30)	0	14.4(22)	9.4(18)	9.2(18)	12.5(38)	2.5(21)	6.6(7)	5.2(14)	6.9(24)
Admin.	9.1(1)	2.0(6)	0	7.5(6)	12.0(9)	14.8(5)	2.3(11)	2.0(1)	0(0)	4.2(5)	4.4(12)
Grade Level											
Pri-mary		18		10	5	3	13	20	5	13	4
Inter-mediate		0		6	4	10	20	1	3	0	7
Secon-dary		0		1	5	6	4	0	0	2	9
Spec.Ed.	10	12		7	2	3	4	0	0	3	2
Other		6		2	5	3	0	0	0	1	1
No info.		2		3	2	0	1	0	2	2	4

Table 1. Demographic data summary.

V. FINDINGS

A. Ratings of Materials by Participants

Semantic differential scales. Table 2 indicates that the mean ratings for all subjects on the materials were very close to 2.0 (1.0 most favorable, 6.0 most unfavorable) on most of the scales: 1.93 - 2.15 on 9 of the 12 scales, 1.76 on "interesting-boring," 2.36 on "clear-unclear," and 2.40 on "efficient-inefficient." The means are graphically portrayed in Figure 1. If one combines the three unfavorable categories (4,5,6), the percentage of unfavorable response for the total sample ranges from 8.1% negative ("dull") to 17.5% negative ("unclear"). In 7 of the 11 workshops, 10% or less of the participants answered negatively on 10 of the 12 scales. In 6 workshops, 10% or less answered negatively on the inflexibility scale, while in 4 workshops, 10% or less answered negatively on the inefficiency scale. For every scale item, at least one group showed no negative responses at all. For the item "boring," 6 of the 11 groups showed no negative responses.

Other responses to materials. Ninety-five percent of the respondents answered that the materials were "easy to use," and 89% agreed that the roleplaying instructions were understandable.

Overall assessment of experience. Two items included in the evaluation instrument can be used as an index of the overall subjective assessment by participants of the value of the experience. Ninety percent indicated they would "definitely" or "probably" recommend that others go through the roleplaying experience. When asked whether the

Table 2

Ratings of Materials by all Respondents (N=263) on Semantic Differential
(Most Favorable Rating = 1, Least Favorable = 6)

Scale	Mean Rating	% Unfavorable Response (4, 5, 6)
clear-unclear	2.36	17.5
appropriate-inappropriate	1.97	9.5
practical-unpractical	2.02	12.1
interesting-boring	1.76	7.1
useful-useless	2.03	11.3
effective-ineffective	2.15	9.1
efficient-inefficient	2.40	13.8
beneficial-not beneficial	2.06	11.4
valuable-valueless	2.10	12.1
flexible-inflexible	2.12	11.0
stimulating-dull	1.93	8.1
relevant-irrelevant	2.02	11.7

Figure 1: Ratings of materials on semantic differential scales (N=263)

workshop had changed their awareness of the complexities, problems, and issues of mainstreaming, 35% of the participants indicated their awareness had "increased considerably," 48% responded "increased slightly," and 14% answered "stayed the same" (3% no answer).

The range of reaction to these two items, for different workshop groups is shown in Tables 3 and 4. Table 3 shows that for six of the 11 workshops, no respondents indicated they would probably or definitely not recommend the workshop to others, while the two least favorable groups had 16% and 18% negative reactions. Table 4 shows that over 50% of the participants in two workshop groups indicated their awareness had stayed the same.

B. Written Comments on Evaluation Questionnaires

Participants were asked to write in suggestions for improving the materials. The most frequent suggestions (see Appendix B) were that the time allowed for discussion sessions was too long (13 comments), that they needed more information beforehand (10), and that the directions were confusing(8).

In answer to the question "what did you like about this workshop?", the most frequent asnwers were: the roleplaying (29), interesting, enjoyable (24), made me aware of the feelings of others (23), group participation, discussions (17), and aware of the problems and issues (15).

When asked what participants disliked about the workshop, the most frequent responses were that the workshop was too long, the pauses were too long, and/or there was too much discussion time (22 responses), the instructions were confusing and/or not specific (19), and they needed more time (10).

Table 3

Percentage of Participants in each Workshop
Checking Each Response to the Question:

"Would You Recommend that Personnel Who Missed this Session or Those from Other Schools should have the Opportunity to Go through these Roleplaying Situations?"

Workshop	Number	Definitely	Probably	Probably Not	Definitely Not	No Answer
A	10	60.0	40.0	0.0	0.0	0.0
B	38	23.7	52.6	13.2	5.3	5.3
C	17	70.6	29.4	0.0	0.0	0.0
D	29	58.6	34.5	0.0	0.0	6.9
E	23	69.6	30.4	0.0	0.0	0.0
F	25	48.0	32.0	16.0	0.0	4.0
G	42	23.8	59.5	11.9	0.0	4.8
H	21	28.6	71.4	0.0	0.0	0.0
I	10	70.0	20.0	10.0	0.0	0.0
J	21	47.6	47.6	4.8	0.0	0.0
K	27	70.4	25.9	0.0	0.0	3.7
Total	263	47.1	43.0	6.1	.8	3.0

Table 4

Percentage of Participants in each Workshop Checking Each Response to Question:

"As a Result of the Workshop my Awareness of the Complexities, Problems and Issues of Mainstreaming has:"

Workshop Group	Total Number	"Stayed "the Same"	"Increased Slightly"	"Increased Considerably"	No Answer
A	10	10.0	50.0	40.0	0.0
B	38	18.4	52.6	23.7	5.3
C	17	5.9	29.4	64.7	0 0
D	29	17.2	34.5	41.4	6.9
E	23	13.0	47.8	39.1	0.0
F	25	0.0	68.0	32.0	0.0
G	42	26.2	42.9	19.0	11.9
H	21	14.3	42.9	42.9	0.0
I	10	10.0	80.0	10.0	0.0
J	21	23.8	47.6	28.6	0.0
K	27	0.0	44.4	55.6	0.0
Total	263	14.1	47.5	35.0	3.4

C. Suggested Follow-up Activities

Table 5 indicates that 87% of the respondents answered "yes" when asked if monthly planning sessions dealing with mainstreaming should be instituted in their school; 76% indicated they would like to participate in such sessions. When asked if specific skill development workshops should be held in the school, 84% said "yes," and 76% again indicated they would participate.

When asked to check which mainstreaming issues and concerns should be discussed in their school, approximately 75% (see Table 6) checked all but one item: "using other paraprofessional personnel to assist in mainstreaming" (54%).

When asked to check which skills they would like to learn about, approximately 65% of the participants (see Table 7) checked all but two items: "selecting materials for individualization of instruction" (78%) and "managing disruptive behavior in the classroom"(80%).

When asked whether they would like to attend workshops in other specific training packages developed by CITH, about 50% (see Table 8) checked each of the three workshops suggested (Affective Education, Behavior Management and Observing and Recording).

Table 5

Responses of Total Sample (N=263) to Question:

"Please indicate whether or not you would like to see any of the following activities implemented in your school. Also indicate whether you would personally like to become involved in these activities."

	Response Percentage		
	Yes	No	No Answer
(a) Monthly planning sessions and/or problem solving sessions dealing with mainstreaming.			
1. School should have these	87.1	9.9	3.0
2. I would like to participate	76.4	15.6	8.0
(b) Monthly workshops in development of specific skills (e.g., group discussion, individualization of instruction), which would assist in mainstreaming.			
1. School should have these	84.4	12.2	3.4
2. I would like to participate	76.4	15.6	8.0

Table 6

Percent of 263 Participants Checking Items:

"You feel should be discussed in your school"

Percent Checking	Item
78.7	A. Preparing the special class child for mainstreaming
72.6	B. Preparing the regular class child for mainstreaming
73.0	C. Using other professional personnel to assist in mainstreaming
54.4	D. Using other paraprofessional personnel to assist in mainstreaming
79.1	E. Involving parents in the mainstreaming process
83.3	F. Grading of the mainstreamed child
75.7	G. Facilitating peer acceptance of the mainstreamed child
72.6	H. Dealing with teasing and name-calling of the mainstreamed child

Table 7

Percentage of 263 Participants Checking:

"Skills which may facilitate mainstreaming" that

"You would like to learn about."

Percent Checking	Item
70.0	A. Evaluating the social-emotional progress of the individual child
79.8	B. Managing disruptive behavior in the classroom
62.0	C. Improving the emotional climate in the classroom
77.9	D. Selecting materials for individualization of instruction
63.1	E. Constructing or modifying materials for individualizing instruction
65.8	F. Grouping and organizing for individualization of instruction
71.5	G. Evaluating the academic progress of the individual child
58.6	H. Using techniques for maximizing individual participation in group instruction
66.2	I. Reducing interpersonal tensions in the classroom

Table 8

Percentage of 263 Participants Checking those Available Training Packages

"You would like to attend a workshop on."

Percent Checking	Item
56.7	Affective Education
43.0	Behavior Management Training Program
46.4	Observing and Recording a Child's Behavior

VI. SUMMARY AND CONCLUSIONS

The training package on mainstreaming was tried out in 11 sites with a total of 263 participants; at 10 of the 11 sites, the package was administered by local workshop leaders with no special training. Participants in the workshops generally responded very favorably to the training materials and experiences, finding them interesting and valuable. They reported that the materials were easy to use and that the instructions were understandable. They would recommend that others go through this training experience. Most felt their understanding of mainstreaming had increased.

When asked about possible follow-up activities regarding mainstreaming, most participants wanted planning sessions and skill development workshops in their schools and said they would participate in such sessions. Most of those completing this training experience said they wanted further discussion in their schools of all the central issues raised in the sessions. They also indicated an interest in learning more about a variety of skills related to mainstreaming problems, especially those related to "selecting individualizing instruction" and "managing disruptive behavior." Roughly half of the participants indicated they would like to attend specified workshops offered by CITH.

There was some variability in reaction to the package at the different sites: seven of the workshops reported consistently positive results, while four of the workshops tended to have large minorities indicating less favorable reactions, particularly with regard to involvement in follow-up activities. This may be a reflection of other demands placed on participants, e.g., too many workshops.

In conclusion, it appears that the training materials are capable of being utilized without special assistance in the field, that the experience of participating in the training sessions is interesting and informative, and that most of the workshops seem to stimulate interest in followup activities on mainstreaming. It remains to be seen whether actual involvement and progress in such planning and skill building activities are increased by participating in these simulation experiences.

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APPENDICES

Appendix A

March, 1974

Dear Workshop Participant:

As a follow-up to the Mainstreaming Workshop, we have prepared an evaluation questionnaire. Since "Upset in Polymer," is still in the development testing stage, your response to the questionnaire will be valuable to us in revising and improving the package.

Please complete the attached questionnaire as candidly as possible. Please feel free to add comments wherever possible. Your individual responses will be kept confidential, to be used only by our research staff for product evaluation and improvement. A summary of these findings will be made available to the group leader on request, but at no time will individual responses be made available.

We sincerely appreciate your participation in this evaluation.

Samuel L. Guskin
Anne Briggs

RESPONDENT QUESTIONNAIRE #1

Name:_____ Position:_____

School:_____ City/State/Zip:_____

District:_____ Region (if applicable):_____

Date:_____ Age:_____ Sex:_____

Years of experience:

How many years have you taught special education classes?_____
How many years have you taught regular education classes?_____
How many years have you been involved in school administration?____

Grade usually taught:_____

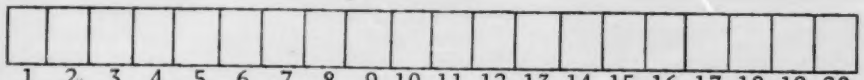
Degrees held:_____

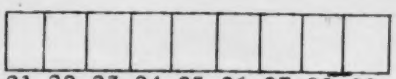
Any additional information:_____

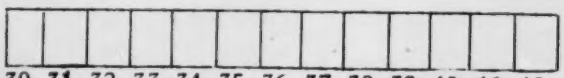
_____

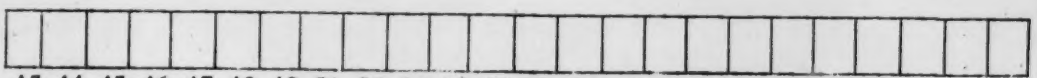
_____

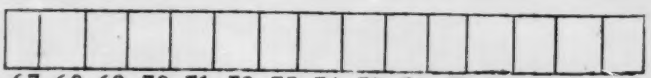
For coding purposes. PLEASE do NOT write in this box.











RESPONDENT QUESTIONNAIRE #2

Circle the appropriate number to indicate your rating of these materials with respect to your needs. Your comments and suggestions for improvement of the materials will be greatly appreciated.

clear	1	2	3	4	5	6	unclear
appropriate	1	2	3	4	5	6	inappropriate
practical	1	2	3	4	5	6	impractical
interesting	1	2	3	4	5	6	boring
useful	1	2	3	4	5	6	useless
effective	1	2	3	4	5	6	ineffective
efficient	1	2	3	4	5	6	inefficient
beneficial	1	2	3	4	5	6	not beneficial
valuable	1	2	3	4	5	6	valueless
flexible	1	2	3	4	5	6	inflexible
stimulating	1	2	3	4	5	6	dull
relevant	1	2	3	4	5	6	irrelevant

Comments:

Suggestions for improvement:

WORKSHOP EVALUATION QUESTIONNAIRE

1. Please indicate whether or not you would like to see any of the following activities implemented in your school. Also indicate whether you would personally like to become involved in these activities.

   (a) Monthly planning sessions and/or problem-solving sessions dealing with mainstreaming

      (1) School should have these yes no

      (2) I would like to participate yes no

   (b) Monthly workshops in development of specific skills (e.g., group discussion, individualization of instruction) which would assist in mainstreaming.

      (1) School should have these yes no

      (2) I would like to participate yes no

2. The following is a list of mainstreaming issues and concerns. Check the ones you feel should be discussed in your school.

   ____preparing the special class child for mainstreaming

   ____preparing the regular class child for mainstreaming

   ____using other professional personnel to assist in mainstreaming

   ____using other paraprofessional personnel to assist in mainstreaming

   ____involving parents in the mainstreaming process

   ____grading of the mainstreamed child

   ____facilitating peer acceptance of the mainstreamed child

   ____dealing with teacing and name-calling of the mainstreamed child

3. The following is a list of skills which may facilitate mainstreaming. Check the ones you would like to learn about.

   ____evaluating the social-emotional progress of the individual child

____managing disruptive behavior in the classroom

____improving the emotional climate in the classroom

____selecting materials for individualization of instruction

____constructing or modifying materials for individualizing instruction

____grouping and organizing for individualization of instruction

____evaluating the academic progress of the individual child

____using techniques for maximizing individual participation in group instruction

____reducing interpersonal tensions in the classroom

4. Would you recommend that personnel who missed this session or those from other schools should have the opportunity to go through these roleplaying experiences?

____Definitely

____Probably

____Probably not

____Definitely not

5. The materials booklet was:

____easy to use

____cumbersome

6. The instructions for roleplaying were understandable:

____Agree

____Disagree

7. As a result of the workshop, my awareness of the complexities, problems and issues of mainstreaming has:

____stayed the same

____increased slightly

____increased considerably

8. What did you like about the workshop?

9. What did you dislike about the workshop?

10. Following is a list of other training packages we have available or soon will have available. Please check those you would like to attend a workshop on.

____Affective Education--A package which is designed to help teachers increase pupils' awareness and understanding of human feelings, needs, and behavior through a number of specified activities. The package attempts to merge affective and cognitive objectives and suggests techniques for managing student misbehavior by increasing pupil responsibility and participation.

____Behavior Management Training Program--A package which is designed to increase understanding and flexible use of techniques for managing off-task behaviors.

____Observing and Recording a Child's Behavior.

Appendix B

Summary of Written Comments

Suggestions:	#Comments
Time allowed for discussion is too long	13
Need more information beforehand	10
Directions were confusing	8
Narrator's voice was irritating	4
Need to tell us when to change tape	3
Don't need tape recorded sessions	2
Need more time for discussion	2
Should have included other personnel	1
Don't use Ms. in titles	1 (Male)
Need better descriptions of roles	1
Use specific cases (i.e., LLD's, MBI's, etc.)	1
Add more pupil roles	1

Summary of Written Comments

Question #8. What did you like about this workshop?

	Comments
The roleplaying	29
Interesting, enjoyable	24
Made me aware of the feelings of others	23
Group participation, discussions	17
Aware of the problems and issues	15
Workshop format	9
Opened my thinking	9
See possibilities improving the mainstreaming process	6
Frankness, openness of discussions	5
Relevant	3

Summary of Written Comments

Question #9. What did you dislike about this workshop?

	Comments
Too long, pauses too long, too much discussion time	22
Instructions were confusing, not specific	19
Needed more time	10
Too much structure	4
Tapes are not needed	3
Change last discussion	2
Too late in the afternoon	2
Didn't serve our needs	2
Need name tags	2
Change groups as roles change	2
Others should be included	1
Being special teacher	1
Voice irritating	1
Roleplaying	1
Didn't learn much	1
Too much music	1